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ABSTRACT

Designed to help teachers who want to implement an approach to assessment and reporting that supports the wholeness of the teaching/learning/assessment enterprise, this book describes students' accumulation of literacy-related behaviors and attributes and allows for the idiosyncracies of individual learning patterns. The scales presented in the book have been normed in the United States especially for American schools and have also been developed to enable teachers in special education to act independently of standardized tests and to regard their students as part of the mainstream. The book includes scales and reporting formats, sample student materials, guidelines for merging teaching and assessment, and norms in both tabular and graphic format. Chapters in the book are: (1) What Is a Profile?; (2) Development and Uses of Profiles: An Overview; (3) Getting Started; (4) Reading Profile Records; (5) Writing Profile Records; (6) Spoken Language Profile Records; (7) Listening Profile Records; (8) Viewing Profile Records; (9) Contexts: Assessment as Part of Teaching and Learning; (10) Recording and Reporting with Profiles; (11) Profiling the Literacy Skills of Students with Special Needs; (12) The Reading Classroom; and (13) Establishing Normative Data on Teacher Judgment. Appendixes present "nutshell" statements for profiles, band levels, and blackline masters. (RS)

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